

Georgia's Pre-K Program Lesson Plan Tips

- The lesson plan format you choose should be simple and flexible. Sample formats can be found on our website at www.dec.state.ga.us. You can find them under PreK/Teachers/PQA Resources/Planning. If you choose a format from our website, please remember you might need to change the times to meet the schedule you follow in your classroom and that all formats can be manipulated to meet your specific curriculum needs.
- The information contained in the plan should be detailed enough for someone other than yourself or your assistant to follow. This is your only documentation of what you do in your classroom. Include names of books, songs, dances, etc. However, the details should be simple enough that you don't spend hours of time during the week completing the lesson plan.
- Lesson plans should be complete before your topic of study with the children begins. It **is not** okay to be completing plans as your day begins. Planning ahead for the entire topic of study is key to making sure your materials and activities are prepared and ready ahead of time.
- Be flexible! Always plan more so you will be prepared for unexpected down times! It is okay to carry over an activity to the next day. Be prepared to shift gears and follow children's interests.
- Remember, your assessment and your lesson plan should go hand in hand. You have to plan ahead for assessment on most occasions. Of course, work time and outside time are always additional times to record spontaneously. Assessment is hard work. If you aren't planning for it, you will get behind. Think of assessment daily as you begin your day – ask yourself this question, "What am I going to do today for assessment?" You may have to make notes in your plans as a reminder: Maybe to take your clipboard outside to get some physical notes, reminder to take your camera to your small group area or to collect a work sample from some area where you have set up an activity during center time. If you are planning for it – you won't get behind!

Items to include in your lesson plan daily: (The PQA indicator is noted at the end of each item)

- Include changes to the learning environment and learning centers. Include materials/activities you added related to your current topic or interest and items you may have rotated or changed in a learning area. This should be done as often as your current topic or interest changes. These changes can be recorded on the lesson plan format, a separate form, as jot notes, on a provided curriculum form, etc. If you are unsure, ask your consultant. A sample form can be found on our website and is titled, "Changes to the Learning Areas". (Item B1- Meets)
- Include documentation of materials that you rotate for developmental reasons and to avoid boredom. This can be documented in your plans or the form mentioned above or you can come up with your own creative way. (B3, B4, B5, B6, B7, B8 – Exceeds)
- Multiple (meaning more than one) opportunities for Music with Movement. Include the name of the music with movement activity. (B9 – Partially Meets and Meets)
- Document the props you use for music with movement (B9 – Exceeds)

- Consider documenting the choices of activities that children have during outside time. You can include planned activities, choices of learning materials and large motor equipment and activities accessible (B10 – Meets and Exceeds)
- An opening and closing activity is included in the lesson plan. The activities should vary. (C1 – Partially Meets)
- Instructional activities after rest time. These activities must be in addition to snack and closing.(C1 - Meets)
- A daily phonological awareness activity. Include the name of the activity. Be sure you address varying levels. Refer to the definitions and clarifications for the PQA for the levels and ideas. (C4 – Partially Meets)
- At least 2 planned opportunities for children to read and discuss children’s literature. The book was chosen by the teacher for a specific instructional purpose. Include the titles of the books (C4 – Partially Meets, C4 meets)
- You should also indicate informal reading opportunities (this can be done on your schedule or your lesson plan). This can be done with individual children or smaller groups of children. Some opportunities for these times include greeting, work time, outside time, closing, rest time, etc. (C4 - Meets)
- A weekly small group activity involving a piece of literature. Follow-up activities are also included along w/ the title of the piece of literature.(C4 – Meets)
- Include a weekly large group literacy activity (C4 under Exceeds)
- Content standards should be included on lesson plans with all instructional activities. Over the course of a week, at least one activity for each of the seven learning domains (Language & Literacy, Math, Science, Creative, Health & Physical, Social Emotional, and Social Studies) should be planned. (C5 – Meets)
- Include field trip details and changes to the learning areas. You must document pre and post field trip activities and changes to learning areas and environment related to the field trip.(C5 – Meets).
- Consider including activities that are directed at individual children or smaller groups of children to meet individual children’s developmental needs. Small group time is the prime opportunity to focus on the needs – the ones who need challenging, as well as the ones who need additional help. (C5 – Exceeds)
- Include adaptations to daily activities for special needs children. Remember, the classroom teacher is the one responsible for making sure the IEP goals are met. (C5 – Exceeds)